

Initial Teacher Education Program Completer/Employer Survey 2018 Excerpts

(Completers are 1, 2, and 3 years out of program, having graduated between December 2014 and August 2017.)

Identified STRENGTHS "Extremely Well Prepared" and "Well Prepared" Completer responses at 80% and above Employer responses at 70% and above	TOTAL - all programs		Early/Primary & Elementary (Pk-3/6)		Secondary (6-12)		All-Grade (PreK-12)		Special Education (6-12)	
	Completer	Employer	Completer	Employer	Completer	Employer	Completer	Employer	Completer	Employer
Learner and Learning	Learner and Learning									
"Extremely well" or "Well" prepared to do the following:	% N=	% N=	% N=	% N=	% N=	% N=	% N=	% N=	% N=	% N=
Provide a positive student-centered learning environment	83% 25	82% 28	81% 13	74% 14	100% 6	89% 8		75% 6	100% 4	
Address individual and diverse learner characteristics in planning for instruction	83% 25		81% 13		100% 6					
Teach in ways that respect and value cultural diversity	83% 25	76% 26	81% 13	79% 15	83% 5	78% 7	86% 6		100% 4	
Relate to students and communities in culturally appropriate ways		82% 28		84% 16	83% 5	78% 7		88% 7	100% 4	
Provide instruction in developmentally appropriate ways	80% 24				100% 6					
Provide instruction for students from low-income families		71% 24		74% 14						
Provide instruction for students with a variety of disabilities									100% 4	
Provide instruction for students who are identified as English Language Learners				72% 13				75% 6		
Participate as a member of individualized education program (IEP) teams					83% 5	75% 6			100% 4	
Positively impact student learning	83% 25	76% 26	81% 13	79% 15	100% 6			75% 6	100% 4	

Identified AREAS FOR IMPROVEMENT "Less than adequately prepared" and "Not at all prepared" Completer responses at 10% and above Employer responses at 15% and above	TOTAL - all programs		Early/Primary & Elementary (Pk-3/6)		Secondary (6-12)		All-Grade (PreK-12)		Special Education (6-12)	
	Completer	Employer	Completer	Employer	Completer	Employer	Completer	Employer	Completer	Employer
Learner and Learning	Learner and Learning									
"Less than adequately" or "Not at all" prepared to do the following:	% N=	% N=	% N=	% N=	% N=	% N=	% N=	% N=	% N=	% N=
Provide a positive student-centered learning environment							14% 1			
Address individual and diverse learner characteristics in planning for instruction						22% 2				
Teach in ways that respect and value cultural diversity						22% 2	14% 1			
Relate to students and communities in culturally appropriate ways						22% 2	29% 2			
Provide instruction in developmentally appropriate ways						22% 2				
Provide instruction for students from low-income families	13% 4				33% 2	22% 2	14% 1			
Provide instruction for students with a variety of disabilities	13% 4		19% 3		17% 1	25% 2	14% 1	17% 1		
Provide instruction for students who are identified as English Language Learners	10% 3				33% 2					
Participate as a member of individualized education program (IEP) teams			13% 2			25% 2	17% 1			
Positively impact student learning						22% 2	14% 1			

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Qualitative responses - STRENGTHS

Learner & Learning

PreK-3/6 completer	EMU prepared me in many of the aspects listed above through both classroom instruction and placements in student teaching and practicum experiences.
PreK-3/6 employer	I did not work with [the Grad] during her first year at the school. I have worked with her, however, the past two school years. She has grown tremendously in her confidence and with differentiation. She has a wide spread of academic levels and language learners and has adapted well to provide solid instruction for all students. What I am most impressed with is her commitment to the school, students, profession and her style of instruction. She [uses] some very natural, engaging strategies that come easily to her. As she has learned more about the curriculum, and has built some confidence and a voice, she has become a very proficient teacher. She perhaps needed a little more experience with diverse learners and behavior management. But she has learned a lot in her first 3 years.
Secondary completer	EMU's education program taught me how to be an engaging teacher with a focus on student's individual needs. I learned to see the child as a whole being, not just a student.
Secondary completer	I have felt very prepared during IEP meetings; admin has said they feel my classroom is an extremely positive space for students; I have a variety of instructional strategies under my belt that I use every day (these were learned at EMU)
Secondary employer	Excellent first year teacher! She rocked!!! [The Grad] established and maintained rapport with students and families. She did not shy from parent contact, even after experiencing a few negative reactions.
Secondary employer	[The Grad] has done a great job differentiating instruction in ways that encourage students to take risks within a safe, learning environment. Send us more grads like her, please!
All-Grade employer	[The Grad] has been a wonderful addition to our staff. She runs her classroom without issue, is quick to seek out help if she needs it and treats all of our students with dignity and respect.

Qualitative responses – AREAS FOR IMPROVEMENT

Learner & Learning

PreK-3/6 completer	I would have liked to learn more about classroom management ideas and restorative justice practices. If your classroom is not under control and in good working order, then you cannot teach. Each year I spend a lot of time setting up classroom management with my class, so that the rest of the year will run smoothly. Often I have to make changes depending on the type of class I have. I would have liked to learn about more positive classroom management models at EMU.
PreK-3/6 Employer	Universities may need to devote more time to social emotional training, trauma based teaching, and behavior intervention strategies.
PreK-3/6 employer	There are times when [the Grad] just needs to relax and teach children. She presents as having a great need to maintain student control through stern interactions when in fact this can be done through the design of the lessons and management issues will not be apparent.
PreK-3/6 and All-Grade completer	I think more practicums and student teaching in an ESL program instead of only doing classroom teaching student teachings would have better prepared me. Even though I am qualified to teach ESL and elementary positions, I didn't get as much experience with teaching ESL until I was actually in this teaching position.
All-Grade completer	Self-care techniques, specific strategies/pedagogy for diverse populations (income, racial, academic, etc. - beyond Needs of Diverse Learners), interview practice